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ABSTRACT

This program of studies defines the instructional program to be implemented for elementary and secondary education in Fairfax County Public Schools. The document presents the first two parts of a seven-part curriculum guide series on art. The art program K-12 is designed to stimulate the student's need to create and to express himself in a personal way -- that is, to experience art. Curriculum content of the unit is based upon the major concepts of space, motion, time, light, and the senses as they relate to the creative process. The document is divided into three sections: Part A lists the program description and general goals. Part B, divided into two sections, one for K-6 and one for K-12, presents program objectives. Other sections, to be completed in the near future, include suggested teaching and learning strategies; prerequisites for student placement; program evaluation; instructional material requirements; and program support requirements. (Author/JR)

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GRADES K-6

PROGRAM OF STUDIES

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

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LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of development. During the fall of 1974, instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

The Program

The art program K-12 stimulates the young person's need to create and express himself or herself in a personal way. Students engaged in art experiences consciously explore and experiment, plan, organize, and construct when working with a variety of media and tools. Curriculum content is concerned with real-life experiences and is based upon the major umbrella concepts of space, motion, time, light and the senses as they relate to the creative process. Young people interpret personal experiences through the use of the intellect and the emotions.

Students become aware of the significance and place of art in our society and come to understand art as a universal language of all cultures both past and present. Creativity and awareness, as developed in art, provide for identifying areas for career emphasis transferable to all major areas of living.

Goals and Courses

Elementary Art--K-6

Elementary programs for learning are dependent upon the quality of every child's personal experiences and sensory perceptions. Emphasis is placed on perception, stimulation, continuous expansion and reinforcement of real and imaginary experiences. The student will be provided situations in which he/she will be able to develop his/her own skills and techniques. Students will use physical facilities, art materials and tools to express personal ideas and feelings about their concepts of visual awareness, emotional involvement, tactile experiences, hearing sounds, noticing smells, empathy experiences, conscious body actions, and cooperative ventures.

Art is required for all students at all levels, and art experiences will be planned so that children participate and succeed. By the completion of the elementary school years, the student will have experienced art through the activities listed below. Students are expected to engage in noncopied, inventive and imaginative thinking.

ART PROJECTS K-6

	GRADES	ACTIVITIES	TIME
STANDARD PROGRAM	2-6	Paper Sculpture	45 minutes to 1 hour
	K-6	Clay - pinch pots, animals, people, slab	30 to 40 minutes
	K-6	Tempera Paint - 18 x 24 paper only	1 hour to 1 hour 30 min.
	4-6	Paper Mache* - rolled core armatures and masks	1 hour 15 minutes
	K-6	Drawing - pencil, crayon, felt tip, etching	30 minutes
	K-6	Appreciation	30-60 minutes
	K-6	Stitchery*	40 min. to 1 hour 40 min.
	K-6	Weaving - paper, finger, cardboard, frame loom*, inkle loom* and gods eye	1 hour 15 minutes
	K-6	Hand Painting	30 to 40 minutes
	K-6	Found Object Printing	1 hour
	4-6	Cut Paper Letters	40 minutes
	K-6	Mural Painting*	1 hour to 1 hour 30 min.
	1-6	Cut Paper Mural	1½ hours
	K-3	Printing Processes - found object, string, mono	1 hour
	K-6	Printing Processes - innertube, wood block*, flexible plate, tray	1 hour
	5-6	Clay - hollow objects, coil, slab method	1 hour
	K-6	Glazing, Underglazing	45 minutes
	K-6	Puppets - stick, sock, paper mache, paper bag	1 hour
	4-6	Wire Sculpture	30 to 45 minutes
	1-6	Group Construction - wood or cardboard	1 hour
ENRICHED PROGRAM	K-6	Appreciation, Museum and Community Resources	30 to 60 minutes
	2-6	Batik - one color dye process, crayon	1 hour
	K-3	Crayon Resist	1 hour
	K-4	Mask Making - paper bag	45 minutes
	K-6	Mola Making*	1 hour
	1-2	Quilting Designs in Paper	45 minutes
	3-6	Quilting Designs in Cloth*	1 hour
	K-6	Press Molds	1 hour
	3-6	Tooling Leather*	1 hour
	3-6	Light Metal Repousse*	1 hour
	5-6	Drawing - charcoal, pastel, chalk	1 hour
	5-6	Macrame*	1 hour
	3-6	Crocheting*	1 hour
	3-6	Simple Silk Screen Processes	1 hour to 1 hour 15 min.
	4-6	Mosaics* - pebbles, tile, pieces of wood, cork	1 hour
	4-6	Kite Making*	1 hour
	2-6	Bookbinding - simple and advanced*	1 hour 15 minutes
	K-2	Greeting Cards - pop up, cut out	30 to 40 minutes
	5-6	Sand Casting	1 hour 30 minutes
	4-6	Tie Dye	1 hour

*Subsequent time planned as needed.

Intermediate Art--7-8

Intermediate art often represents a student's first formalized and concentrated experience in working with concepts and translating them creatively into art forms. Therefore, the intellectual and psychomotor activity which results in creative student behavior is of great importance. The seventh grade art student will be assigned to work in the areas of sculpture, graphics, drawing, painting, ceramics and art crafts, and will learn to recognize and use appropriate tools. During either a one-semester or two-semester course, a student will cover units relating to concepts of time, motion, space, light, and the sensorial, intellectual, and emotional areas. Emphasis is placed upon discriminative perception and development of intellectual abilities and specific skills.

From five to ten days will be spent on individualized study using the student-teacher contract. The student uses the contract as a structure to set goals for development and accomplishment. Student maturity as evaluated by the teacher will determine readiness for using the contract. Statements by the teacher and the student will be written on the contract as an indication of accomplishments.

Intermediate Art--8 (18 or 36 weeks)

The eighth grade art program is an extension of the seventh grade program and may be a required or an elective course. The multisensory approach will be used to increase perceptual abilities, and the student will focus interests on units which cover concepts of motion, time, space, light, and the sensorial areas. Opportunities for improved career potential and for working with a wide variety of concepts, media and tools, in in-depth experiences are offered. Two ten-day periods will be spent on individualized study using the student-teacher contract.

Behavioral objectives will form the basis of the program. They will contribute to intellectual, emotional, perceptual, and creative growth as well as provide for improved career potential, and for basic aesthetic growth.

Credit given for eighth grade art is applied toward fulfillment of requirements for high school graduation.

High School Art--9-12

The secondary art program encourages the student to interpret the environment in valid statements through the use of the intellect, the emotions, and all of the senses. The program contains subject matter components appropriate for this grade and maturity level and gives opportunities to solve problems creatively. The secondary school student should be able to solve problems with appropriate art media; exhibit good manipulative skills with tools and materials; and emphasize and reinforce career potential in terms of personal ability.

Curriculum content depends upon elections of full-year or semester courses in Art I, II, III, IV, Ceramics, Sculpture, Art Crafts, Photography and Art History. All units of study will be based on the concepts of space, time, motion, light and the sensorial areas as they can be related to the emotions and intellect. At least four of these areas will be covered during each semester.

In each succeeding level of art, the student moves from basic understanding toward a depth study of each area. Art appreciation is offered as an integral part of each studio art program as well as a separate course.

Current approved courses are:

Course Number	Name
9120	Art I
9130	Art II
9140	Art III
9145	Art IV
9148	Art V
9170	Art History and Appreciation
9166	Art Jewelry
9163	Ceramics
9160	Creative Crafts
9150	Fine and Commercial Art
8455	Photography
9163	Sculpture
9195	Senior Art

Elementary Art Objectives

The student will be able to:

1. Perceive the natural and man-made world.
2. Use imagination and fantasy for motivation and enjoyment.
3. Communicate experiences through art media.
4. Solve problems in giving visual form to ideas through divergent thinking.
5. Build self-confidence through successful art experiences.
6. Assume increasing responsibility in programing own art activities.
7. Explore new concepts of visual awareness, emotional involvement, tactile experiences, hearing sounds, noticing smells, empathy experiences, conscious body actions and cooperative ventures as they relate to the creative process.
8. Interpret his/her environment through the use of intellect, emotions and all of the senses.
9. Use tools and materials with respect for their function and in a way consistant with own abilities and needs.
10. Develop tolerance, respect, and understanding for the expressed thoughts of others.
11. Understand art as a universal language of all cultures both past and present.

Art K-6
Section B
September 3, 1974

Kindergarten

The student will engage in the following general activities to find self confidence and achieve self-satisfaction in kindergarten.

1. Graphic Drawing

   The student will:

   - draw random horizontal, vertical and circular lines in an effort to gain control of tools
   - gain muscular control and coordination so that voluntary repetition is possible
   - use circular lines for heads and vertical lines for legs
   - exaggerate important parts
   - choose colors which often have no relationship to reality
   - work often with one color
   - concern themselves mainly with the manipulative process
   - use black color often because it can easily be seen
   - develop own symbolism
   - name and tell stories about groupings and/or circles with scribbled appendages
   - be able to draw and identify basic geometric shapes

2. Painting, Direct and Hand

   The student will:

   - use thick tempera and random brush marks to gain control of the brush
   - work at first with one strong color, later add other colors liked and disregard reality
   - paint varieties of free and controlled designs forms before painting recognizable objects
   - work in a child-like way and without instruction
   - be concerned with process rather than product
   - be motivated by actual experiences--"isn't it fun on a picnic"--and needs little motivation beyond the paint itself
   - identify emotionally with his work, such as "this is me," "this is my mother," "this is my doll."
   - contribute to group paintings or murals
   - paint parts of bodies which are not recognizable when separated from the whole

3. Water Base Clay Modeling

   The student will:

   - beat and pound clay on a surface provided for him prior to thoughtful production
   - break large chunks of clay into many small pieces and arrange them in random or winding patterns
   - be able to tell stories about their clay creations

- roll small pieces of clay into balls and coils and join one to the other
- pull symbolic parts out of a single chunk of clay, and call them heads and feet
- distinguish between water base and plasticine clays
- engage in several clay opportunities

4. Multimedia Printmaking

The student will:

- understand the concept of repetition from an object such as a leaf or a machine such as a typewriter
- understand the transfer of the texture and shape of images
- enjoy the random mechanics of printmaking without concern for printing skill, such as over or under inking the printing tool
- revert to using printmaking tools as if it were a pencil or crayon--sometimes pulls the inked tool across the paper to make lines or forms.

5. Large and Small Scale Constructing

The student will:

- discover ways to use shapes and forms with building blocks
- enjoy simple large modules such as cardboard boxes for imaginary play
- build life size constructions such as trains, houses, tents, caves, and boats
- glue pieces of wood onto structures
- hammer nails to join pieces of wood into forms
- create simple puppets with paper bags and construction paper

6. Art Crafts

The student will:

- make stick puppets from construction paper
- make paper bag masks
- learn basic weaving using paper strips
- stitch directly on burlap with colored yarns

7. Appreciation

The student will:

- display their own art work
- visit local museums and the Virginia artmobile

Level 1-2

1. Graphic Drawing

The student will:

- attain muscular control when using crayons and large pencils
- experiment with different pressures to develop a variety of lines in each drawing
- draw details by gradually developing symbols for nose, eyes, hair, trees, flowers and houses
- develop a single base line and sky line leaving room for the action area
- progress from drawing random, floating objects to placing objects on a base line
- exaggerate objects that are important to him/her
- experiment with shapes that are symbolic, such as lollipop trees, and use them without alteration for long periods of time
- depict different events in time in the same picture
- relate all people and objects to himself

2. Painting

Direct Brush Painting

The student will:

- use thick tempera and brush to paint large pictures
- bump the edges of the paper when painting large animals and people
- use symbols such as the lollipop tree, sun, green base line, blue sky line and simplified figures
- gain confidence through consistant repition of symbolic forms
- continue to emphasize important objects and features by making them disproportionately larger
- cooperate with other students in painting murals
- begin to organize thoughts on paper
- paint less well than he draws because painting requires more manipulative control
- help with the distribution and care of supplies
- use paint stations properly and keep brushes in their respective containers

Hand Painting

The student will:

- wear a daddy's shirt smock when painting
- experiment extensively with finger paints and make monoprints
- paint until the paper wears out
- control the movement of his hands to some extent to achieve rhythms, movement and texture

- use the palm, side, heel of the hand, closed fist, closed finger tips and knuckles
- derive satisfaction from using one color
- represent natural movements of air, water, and leaves non-realistically
- find the activity as important as the result

3. Water Base Clay Modeling

The student will:

- use the same hand-size chunk of clay for an experimental object as well as for a final production
- relate to the clay by squeezing, pulling, and rolling it
- use the hands as tools to imprint texture and form details
- create both real and imaginative animals and people by pulling clay into desired forms
- experience shaping and turning to make pinch pots
- glaze one fired object each school year

4. Multimedia Printmaking

The student will:

- adapt his drawing abilities to various styrofoam meat tray and mono-prints encounters
- learn to understand the concept of printmaking in terms of repetition and reproduction
- enjoy repetitive use of found objects and clay imprints
- make multicolor prints with found objects and clay imprints
- create texture in an allover design by allowing some of the paper to show between the printed areas
- understand the concept of a built-up printing plate by cutting, arranging, and gluing cardboard shapes onto a cardboard plate, 4" x 6" or larger
- roll ink onto a brayer
- lay paper on top of print and roll brayer on top of paper
- make single color prints

5. Large and Small Constructions

<u>Paper Sculpture</u>

The student will:

- use gray bogus or construction paper, scissors and glue to create three-dimensional forms
- respond to questions such as "How can a piece of paper be made to stand?"
- manipulate paper so that it bends, curls, folds and pleats

Modular and Free Forms

The student will:

- hammer nails to join pieces of wood into imaginative and representative forms
- construct with large and small cardboard boxes

Puppets

The student will:

- create stick puppets with tag board and construction paper and heavy cardboard "sticks"
- make puppets from small paper bags and construction paper

6. Art Crafts

Paper Weaving

The student will:

- understand the basic idea of weaving under and over using a slitted piece of construction paper for the loom and strips of colored paper for the weft
- invent patterns by varying colors and changing the shape of the warp or in this case the slitted paper

Stitchery

The student will:

- paint with yarn directly on burlap using #18 needle threaded with arm's length worsted or 4 ply cotton yarn
- learn the running and couching stitch to create lines wherever they are needed
- thread a needle by folding a "handy-dandy needle threader"
- knot a thread at the beginning and end of stitching
- invent stitches
- make a sock puppet by sewing on rug filler hair and eyes, nose and mouth

Bookbinding

The student will:

- make simple booklets with finger painted, cloth, cut paper or cardboard covers

Kite Making

The student will:

- construct simple kites

7. Appreciating

The student will:

- discuss various art media as used by them and as used by artists
- learn vocabulary used in each art activity so that objects such as brushes, brayers and scissors can be identified
- recognize works of art such as a painting, a print, and a sculpture
- learn that art can have several different role through the years of its existence
- become aware of the many things for which art is used today
- display own work in the art center of classroom or on bulletin boards

Level 3-4

1. Graphic Drawing

The student will:

- draw real and imaginary objects and people with controlled shapes and lines
- draw stereotyped symbols unless motivated or encouraged to experiment and expand own abilities
- describe many aspects of own life as weil as familiar things such as houses
- use x-ray drawing and "see" through the walls into rooms, factories, stores and underground
- use the multiple base line concept to organize the pictorial story
- experiment with spatial organizations by using foldover and swingaround concepts showing things right side up, upside down and/or side ways
- enjoy experimentation with different drawing tools such as water base magic markers, crayons, and chalk
- use repeated natural and man made objects for conscious decorative designs
- use overlap such as cows on a hill or squirrels in a tree
- relate realistic colors to objects
- include details in costume and physical features within human figure symbols

2. Painting

Direct Brush Painting

The student will:

- use and see relationships between rich colors and interesting paintings
- use color more realistically

- begin to differentiate between shades in grass, trees and buildings
- make efforts toward organization of spaces by seeing space divisions and variations in colors
- paint fold-over or mirror image pictures to represent reality and when finished, experiment with spatial changes
- show both inside and outside of a building in an x-ray manner
- include significant details to describe content and make placement decisions
- develop a visual picture and be motivated by the teacher when the question who, what, where, when and how are asked
- raise the base line to become a horizon line
- overlap forms and sizes to create a feeling of foreground, middle ground and background
- show several vantage points in the same painting
- become overly self-critical of artisitc efforts and appreciate adult understanding of his innate limitations
- need consistent, honest encouragement from the teacher
- become more proficient if objectives having broad limits are occasionally given by the teacher

Hand Painting

The student will:

- experiment extensively with finger paints and may wear out one paper
- control the movement of hand to achieve rhythm, movement, texture and imaginary content
- use the palm, side, heel of hand, closed fist, closed finger tips and knuckles
- discover the importance of hand pressure
- derive satisfaction from using one color
- represent natural movements of air, water, leaves where a bird has flown non-realistically
- find the result as important as the activity

3. Water Base Clay Modeling

The student will:

- build both animal and human forms at least once each year
- work an animal or human form from one mass of clay by pulling the appendages gently out
- build animal and human forms by adding small amounts of clay for heads, legs, trunks, and handles and/or knobs
- put action into modeled forms by bending a leg or turning a head or body before finishing
- control thickness of the clay when making hand turned pinch pots
- include surface decoration and textures

- roll clay into uniform coils for functional ceramic pots
- recycle clay
- know that greenware is a dry unfired clay object
- know that bisque is clay that has been fired one time
- know that glazed clay must be fired a second time
- select final surface treatment of clay piece in the greenware, bisque and glazed state
- relate own clay forms to clay forms from past and present cultures

4. Multimedia Printmaking

The student will:

- use appropriate concepts for conveying ideas through prints
- understand multiple production of printmaking
- realize texture and depth can be created visually on two-dimensional prints
- include many small details on his printing block
- experiment with linear printing on monoprints, cardboard, string and glue prints
- learn inking procedure
- be concerned with uniformity of the inking process
- discover the effects from heavy and light inking of printing plates

5. Large and Small Constructions

Paper Sculpture

The student will:

- work with paper sculpture using gray bogus paper
- expand previous paper learning experiences
- add details to make sculpture more realistic and expressive

Wire Sculpture

The student will:

- manipulate 18 gauge wire into three-dimensional free form shapes showing motion

Paper Mache

The student will:

- construct a wire and rolled newspaper armature for paper mache
- secure armature by tieing string around the ends and knotting
- add newspaper padding and tie into place
- finish sculpture with metalyn paste and paper

Puppets

The student will:

- build a puppet head or mask over stuffed paper bags
- roll coils of paper for details
- attach newspaper strips dipped in metalyn
- paint with appropriate decorative colors

Modular Units

The student will:

- use styrofoam forms and cardboard boxes to build large and small modular constructions

Cardboard Construction

The student will:

- use strips of cardboard to build real and imaginary play equipment, toys, and architectural structures
- discover the importance of empty space in design
- make fantasy animals with cardboard, dowels, cores and boxes

6. Art Crafts

Weaving

The student will:

- construct a cardboard loom and warp it and weave it
- warp a cardboard loom on two sides for tubular weaving
- select textures and colors of yarn for weft
- discover "natural" materials for texture such as twigs, bark or reeds
- know that a tabby weave which is over under, over under, etc.
- experiment with definite weaving patterns for example, over 1, under 1, over 3, under 1
- experiment with weaving horizontal bands and diagonal areas
- leave open areas or slits
- study textile from Chinese, Indian, pre-Columbian and American Indian cultures
- know how to construct and warp a frame loom

Stitchery

The student will:

- paint with yarn directly on burlap using #18 needle threaded with arm's length worsted or 4 ply cotton yarn
- learn the running and couching stitch to make outlines wherever necessary

- thread a needle by folding a "handy-dandy needle threader"
- knot a thread at the beginning and end of stitching
- invent stitches
- know the straight, running, couching, back-stitch, satin stitches

Bookbinding

The student will:

- discover and use a simple method of bookbinding
- discover and develop a use for decorative papers
- make simple booklets with finger painted, cloth, cut paper or cardboard covers
- construct accordian type books

Kite Making

The student will:

- construct simple kites

7. Appreciation

The student will:

- become aware that they are working with materials similar to those used by artists
- learn vocabulary used in various art activities
- be able to identify works of art such as painting, print, type of architecture, craft object, and sculpture
- become aware of the many things for which art is used today and some of the ways it was used in the past
- visit local art galleries, Virginia art mobile, and washington metropolitan museums
- display work in the classroom art center and on bulletin boards
- visit, when possible, artists or craftsmen in the neighborhood
- view films presenting artists and their work

Level 5-6

1. Graphics

The student will:

- be eager to experiment with drawing media such as pastel chalk, hard earth crayons, pencils (#3 and #4), water base felt tip markers of various sizes and colors, and charcoal
- discover planes and sometimes fill in small amounts of space between lines
- develop space relationships by overlapping large objects with those of smaller size

- become aware of and use realistic colors in drawings
- become more self-confident
- copy only when insecure feelings predominate (This is a distress signal and should worry all teachers to the point of prescribing success oriented exercises.)
- want to leave out people because their figure drawing ability is not as good as a photograph or rendered pictures they see in books and newspapers
- respond to encouragement and draw people when assignments are reasonable
- show greater stiffness in people and animals although many details heretofore unused will be added such as hair, clothing and ornamentation
- voluntarily represent proportion and jointed figures as well as they are able
- respond negatively to a teacher who wants "correct proportions"
- use autoplastic experiences and role playing to aid in transferring reality into drawings
- become successful in drawing people when confidence is restored and when able to concentrate on the concept to be communicated
- use shadows only when they become skilled with a drawing medium
- look, study, feel, compare and react to visual objects to enrich drawings
- need encouragement to draw big
- ask how to do a technique only when the teacher has "one right" way or the "answer"
- use many lines when drawing

2. Painting

Direct Brush Painting

The student will:

- use fold over and x-ray techniques to develop ideas with many intricate scientific or imaginative parts
- prepare and mix tempera paints with the teacher's guidance
- experiment within each painting to obtain textural effects
- distort occasionally because of emotional involvement
- control color choices and brush movements
- use a wide range of concepts and blow up specific ideas in paintings
- tend to carry over successful ideas or schema from one class to another
- respond to encouragement which will help to broaden ideas
- paint with confidence and coordination
- use approaches which can sometimes be related to impressionistic paintings
- plan long-term projects which take more than one period to finish
- work democratically on composite pictures or large murals

- begin to use shading in some paintings
- overlap one or more colors as well as allow the paper to show between some brush strokes
- enjoy painting and displaying finished work

Hand Painting

The student will:

- experiment with finger paint using one or more colors
- control hand movement to achieve complex rhythm and textures
- understand concept of single unit and repeated pattern

3. Water Base Clay Modeling

The student will:

- use clay experiences in grades K-4 as a basis for new achievements
- model people and animals which show action
- begin to make successful coil pots at least 3" high
- use the slab method to make tiles and box-like containers
- make successful hollowed objects by joining two pinch pots
- select tools which will help him create surface textures
- enjoy thinking through new ways of working with clay
- combine ways of working with clay
- understand the firing process
- load a kiln with greenware for a bisque firing
- discipline self in terms of the qualities of clay to make successful projects
- help to recondition clay by moistening it from the inside
- keep his working area clean

4. Printmaking

Flexible Plate Prints

The student will:

- attach flexible plates or linoleum to cardboard or wood backing
- carve out lines and areas from the flexible plates or soft linoleum
- know that cutting parts out of a total is an intaglio process
- use cutting tools to make textural characteristics
- print on different papers
- experiment with spatial relationships by overprinting and using more than one plate and one color
- discover that some repeats will express action

Wood Block Prints

The student will:

- make woodcuts in uniform and free form shapes
- use proper woodcutting tools
- experiment with printing on various surfaces
- plan blocks with light and dark, which are occupied and non-occupied areas, to give strength to the concept
- become skilled in inking and printing techniques
- understand and enjoy the mass production allowed by printmaking

Monoprints

The student will:

- make a print using acrylics
- make a print with water base printing inks, brayers and cardboards

Found Object Printing

The student will:

- find and collect objects which will give good imprints using tempera
- print many objects so that they overlap slightly to make one single unit
- print units which are organized and form a repeated overall pattern
- discover many uses for found object printing

5. Large and Small Constructions

Paper Sculpture

The student will:

- use past experience and newly gained knowledge to make masks, animals, heads, architecture and playground equipment
- use scoring, bending, twisting and curling to obtain detail
- strive to describe light, create shadows and movement within a form

Paper Mache

The student will:

- make armatures of wood and wire, paper coils, wire and string, stuffed paper bags or cardboard cores
- build up areas with crumpled paper
- use metalyn paste to make a durable outer surface

- enjoy making large group constructions in cardboard and paper mache
- paint objects with tempera paint

Wire Sculpture

The student will:

- manipulate wire into abstract shapes showing motion
- manipulate one long continuous wire to make animals or people
- show action by the exaggerated position of the animal or person
- attach wire sculpture to a heavy cardboard base or appropriate wood base

Wood Construction

The student will:

- use wood, hammer, saws and nails to make a three-dimensional construction
- understand that wood construction has a close relationship with sculpture

Modular Construction

The student will:

- build with materials having similar sizes and shapes such as boxes, cores, and cubes
- become aware of structures made up of modules of wood, wire, styrofoam, and other materials

6. Art Crafts

Weaving

The student will:

- understand basic principles of weaving
- know that tabby is an under-over, under-over weave
- be able to use and understand the words warp, weft, shuttle, shed and beater
- construct and work a frame, backstrap, and cardboard loom, warp an inkle loom
- weave designs by using various colors and textures of weft
- weave tubular pieces to be used as bags and straight pieces to be used as fabric or wall hangings
- enjoy finger weaving
- create different textures by varying the sizes of warp and weft threads

Stitchery

The student will:

- use many stitches confidently
- learn to vary stitches, colors of yarn, and sizes of yarn to achieve textural effects
- integrate fabrics when appropriate
- know how to draw with rug filler yarns, couch them onto materials and paint freely with a needle using a chain, back, thumb or running stitch

Drawn and Stitchery Work

The student will:

- pull threads to obtain an open, see-through appearance
- use stitches to change the direction of these threads at regular intervals
- integrate stitches which enhance the design of the drawn work

Macrame

The student will:

- use the square knot with two threads in the middle and two knotting threads
- know how to work a double half hitch horizontally and diagonally
- combine at least twelve threads to make a knotted hanging

Batik

The student will:

- understand how to use hot parafin wax safely
- paint hot wax on used, one color 100% cotton cloth to achieve a picture or design
- dye the cloth in one color
- iron out the wax
- hang batik appropriately or plan a use for it

Kite Making

The student will:

- use brown kraft paper bases and light weight wood cross sections or reed shapes
- decorate kites with poster or art tissue paper

Bookbinding

The student will:

- make books using brown kraft tape bindings
- stitch signatures and use cardboard backings

7. Appreciation

The student will:

- become aware that he is working with materials similar to those used by artists
- learn vocabulary used in various art activities to identify works of art such as paintings, prints, architecture, sculptures and finely crafted objects
- become aware of the many things for which art is used both today and in the past
- visit local art galleries, the Virginia art mobile, and metropolitan galleries
- display work in the classroom interest center and on the bulletin board
- visit, when possible, craftsmen or artists in the neighborhood and community
- become aware of variations in artists' techniques
- view films presenting artists and work after they have participated in an art activity

A_R_I

GRADES 7-12

PROGRAM OF STUDIES

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

00031

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis
Division Superintendent

September [illegible], 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of development. During the fall of 1974, instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

Intermediate Art Objectives

The seventh grade art student will be able to:

1. Consciously focus on natural and man-made forces, using the senses to sharpen awareness, imagination, and personal interpretations.

2. Recognize the importance of his/her ability to effect change and realize validity of own ideas through art expression.

3. Formulate thinking processes which are independent, innovative, fluent, flexible, open-ended, focused and transferable to achieve understanding of the relationship of the arts and art products.

4. Use imagination and fantasy for motivation, innovation, application, and enjoyment.

5. Organize constructive thinking by using the ability to make decisions and solve problems in major areas of drawing, painting, sculpture, graphics, ceramics, and creative crafts.

6. Construct with a variety of media, tools and equipment.

7. Develop skills which are physical, judgmental and self-evaluative.

8. Develop tolerance, respect, and understanding for the expressed thoughts and products of others.

9. Feel an excitement about art and artists, and find personal pride in own accomplishments.

10. Use and expand an expressive art vocabulary.

11. Understand that art can determine success in educational and personal life for developing career potential.

Art 8 (9115)
Section B
September 3, 1974

Intermediate Art Objectives

The eighth grade student will be able to:

1. Use diversified thinking skills independently to choose perceptual and conceptual solutions, select content according to personal knowledge and preference, relate work to that of past and present artists on the basis of interest and empathy.

2. Demonstrate the ability to care for and use appropriate tools which meet the needs of the material and the project.

3. Develop good craftsmanship when working with materials.

4. Integrate imagination and fantasy with sensory awareness to express ideas by communicating with symbolism.

5. Develop ideas independently and with a group which will reflect the democratic processes.

6. Develop the ability to use concepts of space, motion, time, and light.

7. Formulate positive attitudes about life and art by evaluating products and progress.

8. Realize that working toward independent goals can help impose self-discipline.

9. See how art can be used to enrich personal life, to improve the environment, and can make contributions toward a career.

10. Increase basic understandings of art media and develop in-depth studies in major art areas.

11. Understand the potential of art in manufacturing design as it relates to career potential.

00036

General High School Art Objectives

The secondary art student will be able to:

1. Develop a sense of awareness and an appreciation for natural and man-made environments.

2. Study, in depth, organic and nonorganic design in terms of function and simplicity, based on associations with nature.

3. See that climate, location, and raw materials influence art forms.

4. Understand that technology influences art; art forms evolve continuously, passing through various cycles of development.

5. Explore space, light, motion, time, and the sensorial concepts as they relate to drawing, painting, graphics, sculpture, ceramics, photography and art crafts.

6. Use space concepts responsibly by planning, controlling, preserving, conserving, wise consumption, proper disposal and recycling.

7. Discuss own work and that of peers using appropriate terminology such as contour, gesture, space division, point of entry and controlled line and space.

8. Record what he/she sees fairly accurately by looking at or remembering the subject and analyzing the spatial relationships within.

9. Interpret objects through the use of abstraction and exaggeration in real or imagined space.

10. Demonstrate the use of color as it divides and unifies space, and reflects light and motion.

11. Perceive the harmony and discord generated by the use of light in the occupied and unoccupied spaces.

12. Utilize patterns of light as found in nature.

13. See that sculpture displaces space, is to be enjoyed from all angles, and is interesting from all sides.

14. Become proficient in the use of three mediums appropriate for transferring drawings to etchings and other prints.

15. Develop a working terminology, solve related media problems, manipulate tools and materials and recognize the inherent qualities apparent in art hand crafts.

16. Manipulate and control clay to enhance its organic properties using basic methods including slab, coil, pinch pot, sculptural, and wheel throwing.

00037

17. Recognize the differences in printing surfaces and techniques used to produce planographic, intaglio, relief, lithographic and seriographic prints.

18. Identify and appreciate differences that occur in own work and become sensitive to creative differences as related to past and present artists.

19. Develop a broad knowledge of art history. Understand that art reflects the time in which the artist lived.

20. Understand how knowledge of aesthetics contributes to success in manufacturing, commerce, business, advertising and personal life.

Art I 9-10 (9120)
Section B
September 3, 1974

High School Art Objectives

This elective course emphasizes studying and working with concepts creatively to explore the arts as a multisensory means of communication. Studies in art history will provide appropriate contrasts between Renaissance and contemporary artists. Units will be chosen which will allow the student to survey time, light, motion, space and the sensorial concepts as they can be expressed by painting, drawing, sculpture, graphics, and art crafts, and as they relate to the other arts. The units will require students to realize definite purposes within relative time limits. The student will be encouraged to work on a student-teacher contract basis for at least one-fourth of the total time. Decisions will be made by the student as to: what will be specifically accomplished; how it will be done; what media will be used; what tools, materials and equipment will be needed; and what the resulting personal expectations will be. During this period the teacher will at all times be available to guide the student.

The teacher and/or student will arrange for a critique of best projects in order for students to benefit from them in subsequent projects. The student's activities and concepts will be indicated on a profile sheet which will be used in future years. Most Art I classes will be made up of first-year students.

The student will be able to:

1. Discuss own work and that of peers using appropriate terminology such as contour, gesture, space division, point of entry, controlled line, trapunto, melting temperatures, cones, grog.

2. Record what he/she sees fairly accurately by looking at subject and analyzing the spatial relationships.

3. Do simple exercises in space division involving point repetition, meandering line, and the building up of mass such as using multiple lines with crayons, felt pens and pencils.

4. Experiment with a variety of media in the areas of drawing, painting, graphics, sculpture, ceramics, and art crafts.

5. Set own goals as soon as basic principles are grasped.

6. Achieve greater depth in drawings by using vocabulary to stimulate concepts of motion such as wave, undulate, propel, oscillate, flounder and agitate.

7. Make memory drawings progressing from relatively simple forms to more complex themes.

8. Explore space, light, time, motion and the sensorial concepts as they relate to drawing, painting, graphics, sculpture, ceramics, and art crafts.

00039

9. Learn to see the subtle modifications light is capable of imposing on the five basic geometric shapes and in creating new shapes.

10. See that sculpture displaces space, is to be enjoyed from all angles and is interesting from all sides.

11. Manipulate and control clay using the basic methods of slab, coil, pinch pot and wheel throwing.

12. Recognize the differences in two printing surfaces and techniques for graphic art.

13. Develop a working terminology in each fine art area. Solve related media problems, manipulate tools and materials, recognize the qualities of good craftsmanship.

14. Understand how knowledge of aesthetics contributes to success in manufacturing, commerce, business, advertising and personal life.

High School Art Objectives

Art II is an advanced study in communicating through concepts and art media. About half of the student's time is spent in individualized study pursuing areas chosen for developing proficiency in time, light, motion, space, and multisensory areas. Students will learn to identify specific goals, solve problems creatively, and carry out self-evaluation. The teacher will aid the student by making suggestions for new areas of exploration and by bridging instructional gaps. The teacher will give suggestions for student-teacher plan revision to evaluate, revitalize, reevaluate and appraise, develop critique and evaluation procedures.

The programs carried out will definitely include units which will allow for in-depth study of major concepts expressed in a variety of art media such as large wood or metal sculpture, zinc plate etching, acrylic and watercolor paintings. Drawing will be used to tie parts of each unit to major goals and will be studied as an area in itself. Students' activities and concepts will continue to be indicated on a profile sheet.

The student will be able to:

1. Verbalize his/her understanding and feelings in relation to own drawings, painting, sculptures, prints, ceramics, photography, history and crafts.

2. Exhibit increasing skill and control in the use of basic drawing media techniques, and spatial composition.

3. Improvise interpretation of an object through the use of abstraction, distortion and exaggeration in real or imagined space.

4. Incoporate projected motion into a finished drawing through the use of repetition, position, lines, and emphasis.

5. Inject a variety of calligraphic lines into drawings for more personal designs.

6. Analyze recurring patterns which are three-dimensional, low-relief or flat, and be aware that repetitions of them can create illusions.

7. Demonstrate concept of time as it is in the immediate world through a series of related drawings, paintings, graphics, bas reliefs, ceramics and craft objects.

8. Distinguish between free-standing sculpture, hanging sculpture and bas relief.

9. Exhibit the effects of light upon the human figure and employ a variety of media to heighten light effects.

10. Experiment with a variety of art media and gain proficiency with tools.

11. Channel thoughts and employ self-discipline so that achievement in each art area is possible.

12. Explore the three-dimensional qualities of sculpture in two of the following materials: plaster, clay, wood, stone or metal.

13. Recognize the differences in three printing surfaces and techniques and produce a series of prints.

14. Develop skills when using potter's wheel.

15. Develop a working terminology, solve related media problems, and manipulate tools and materials, in the art crafts area.

16. Associate own work with that done by well-known artists. Individually pursue one area of art history in depth.

17. Understand that ecological values relate closely to visual awareness of aesthetics.

18. Understand how technical knowledge of art processes can contribute to success in manufacturing, commerce, business, advertising and personal dress and adornment.

High School Art Objectives

Art III forms a continuum of experiences from all formerly explored concepts, content, and media areas. Emphasis will be given to time, light, motion, space, and the sensorial areas as they relate to media, such as silk-screen methods, deep-bite etchings, acrylic painting, ceramics, welded metal, stone, and wood sculpture. The student is guided by the teacher to form his/her program, develop styles, select and refine techniques, and study in depth various aspects of art history. About two-thirds of the student's time will be spent working on a student-teacher contract basis.

The student will be able to:

1. Solve drawing problems more personally by means of selection and manipulation of positive, occupied and negative, and unoccupied areas.

2. Make conscious choices of media and techniques in personal interpretations of subject matter.

3. Interpret space relationships more extensively through the use of moduled forms.

4. Detect illusions. Use distortions. Analyze and replan drawings for emphasis of a specific quality.

5. Use abstraction and symbolism to produce dynamic art statements.

6. Design rhythmic compositions incorporating moving elements such as radiation and rotation with nonobjective forms.

7. Seek out concepts, symbolic representations and "signs of the times."

8. Use both large and small spatial areas and planes to convey a feeling about time, space, motion, and light.

9. Observe textures in natural light to find patterns which are linear or made of masses or groups of lines and forms.

10. Explore space, light, time, motion and the sensorial concepts as they relate to drawing, painting, graphics, sculpture, ceramics and art crafts.

11. Attain good craftsmanship by keeping a handmade appearance and working honestly with materials.

12. Recognize the differences in printing surfaces and the techniques used to produce planographic, intaglio, relief, lithographic and seriographic prints.

13. Become proficient in the use of three mediums which are appropriate for transferring drawings to etchings and other prints.

14. Produce three-dimensional qualities of sculpture in two of the following materials: wood, stone, or metal.

15. Understand and experience how technical knowledge of the art processes contributes to success in manufacturing, commerce, business, advertising, and designing personal dress and adornments.

High School Art Objectives

Art IV provides for independent, advanced study by the student. The student is expected to display self-discipline in planning and directing approximately four-fifths of total time. Attitudes of the serious artist working in a studio environment will be maintained. Time, light, motion, space and sensorial concepts are used by students with chosen media for making valid personal statements. Statements made in painting, sculpture, graphics or drawing will include both personal reactions and subjective use of advanced, intricate relationships of style and combinations of processes.

The student will be able to:

1. Interpret space relationships emotionally by distorting realistic proportions.

2. Decide what medium is most appropriate for each kind of subject matter being portrayed.

3. Combine line, point, and mass nonobjectively in an extended drawing, and in two-dimensional and three-dimensional bas reliefs.

4. Understand that value is often a common denominator to aid in communicating a total mood rather than an end in itself.

5. Alter the mood of a composition by intensification or elimination of light.

6. Become proficient in the use of soft ground, hard ground, aquatint and one other medium which is appropriate for making drawings and etching plates.

7. Depict the evolution of natural cycles through sequential portrayals in sculpture and graphics.

8. Show distinguishing characteristics of light with drawing, graphic and painting media by means of manipulating shadows.

9. Use space, light, time, motion and the sensorial concepts as they can be interpreted in an individual way using graphics, painting, sculpture, drawing, crafts and photography.

10. Display self-discipline in planning and directing media when making valid personal statements in contract form.

11. Seek out concepts and "signs of the times" as symbolic representations found in art objects.

12. Attain good craftsmanship by keeping a handmade appearance and working honestly with materials.

13. Develop an in-depth study of organic and nonorganic design in terms of function and simplicity based on associations with nature.

14. Develop a knowledge of art history and understand that technology influences art.

15. Understand how art can influence, emphasize, and determine successful career potential.

High School Art Objectives

This course is primarily designed for college-bound seniors and the non-art student with an academic interest. It is a survey of world art and aims to enable students to understand how art forms evolve through exploration of achievement in architecture, sculpture, and painting. The student will understand that art forms reflect each culture with regard to geography, religious beliefs, economic and social conditions, scientific advances, and political history.

The student will be able to:

1. Develop a broad knowledge of art history. Understand that art reflects the time in which the artist lived.

2. See that climate, location, and raw materials influence art forms.

3. Understand that art forms evolve continuously, passing through various cycles of development, and that technology influences art.

4. Observe how ethnic groups develop a sense of pride and personal worth for their own heritage by studying the rich contributions these groups have made to the arts and art crafts.

5. Recognize and become aware of cultural uniqueness in each of the many races and nationalities that make up America.

6. Realize that art from various cultures is the touchstone for certain modern movements such as cubism and expressionism.

7. Identify and classify the important technical contributions that African carving, Indian pottery and weaving, and Mexican mural painting have made to art and art crafts.

8. Participate in a continuing program of reading, comparisons, discussions, and research which challenge creative and critical thinking.

9. Appreciate differences and similarities of various cultures and their art products.

10. Observe how the activities of men, women and children have been recorded. Realize that a great deal of history was taken from this type of information rather than from written words.

11. Develop a sensitivity and awareness of contemporary art which is a visual statement and communication about today's world.

Art Jewelry 9-12 (9166)
Section B
September 3, 1974

High School Objectives

This is a comprehensive metal course as it relates to decorative purposes. It is structured to assist the student in carrer preparation for designing and executing jewelry in a variety of metals with precious and simi-precious stones.

The student will be able to:

1. Saw all types of metal.
2. Solder sterling silver and other metals using soft and medium solder.
3. Sweat solder without having solder showing.
4. Experiment with soldering multiple layers of different metals.
5. File correctly using appropriate files.
6. Learn to use chasing tools and hammers in the proper manner.
7. Discover the possibilities of texture, both smooth and rough by using chasing and developing repousse.
8. Raise metal into desired shapes.
9. Apply liver of sulpher or green patina oxidation.
10. Polish surfaces with emery paper, tripoli, pumice, and rouge.
11. Use buffing machines correctly.
12. Produce suitable designs for jewelry.
13. Make attractive, wearable pins, pendants, rings, bracelets and cuff links
14. Create belt buckles and body wear.
15. Construct bezels.
16. Set cabachone and faceted stones.
17. Work without preconceived ideas or drawings to adapt design and function to metal properties.
18. Attach appropriate fastenings.
19. Use the enameling process wherever appropriate.

00048

High School Art Objectives

Ceramics is designed to introduce students to the organic properties of clay and to enable them to understand and experiment with proper sequential development of clay processes and chemical glazes. Students will acquire necessary skills and exhibit good craftsmanship in ceramics.

The student will be able to:

1. Explore major concepts of time, light, space and motion in ceramics by conditioning clay, managing the firing procedure, and modifying form.
2. Become aware of the functional and aesthetic qualities in ceramic products.
3. Evolve a form by uniting mechanical and manual forces.
4. Assemble a project so that it will be functional and decorative.
5. Investigate the properties of clay from different geographic areas.
6. Recognize and understand the visual language of design as it pertains to ceramics.
7. Realize and identify the sculptural qualities of ceramics using the methods of draping, rolling, dropping, coiling and wheel throwing to create three-dimensional forms.
8. Manipulate clay to enhance its organic properties by using all the following methods: pinch pot, slab, beaten, dropped, coiled wheel thrown.
9. Use glazes to give external interest and move the eye from one section to another.
10. Know the chemical reactions of commercial glazes and how to grind those which can be mixed in the classroom.
11. Discuss and use appropriately techniques of surface enrichment such as glaze, engobe, wax resist, stamping and carving.
12. Show basic proficiency in the following ceramic processes: conditioning clay, eliminating air bubbles, kneading and throwing to eliminate air bubbles, construction, glazing and firing.

00049

High School Art Objectives

This course is designed to acquaint the students with all of the technical aspects of crafts and to instill respect for both hand-made and handcrafted items. The student should seek to master precise craftsmanship, neatness, and hand and design control needed for success in art crafts.

Creative crafts courses will include at least twelve of the following projects: weavings, mosaics, batik, molas, light metal repousse, macrame, stitchery, textile printing, soft sculptures, crochet, patchwork and quilting, leather tooling, bookbinding, multimedia jewelry, sand casting, rug making and copper enameling.

Through the production of craft encounters the high school student will be able to:

1. Review design principles and employ good design techniques to construct various art crafts.

2. Incorporate natural and man-made materials in basic design to create aesthetic and functional art crafts.

3. Integrate the sensorial imput of recall, manipulative experience, use of intellect, emotions, and feelings, to produce a craft encounter which is a personalized statement.

4. Personalize an art craft so that the individuality of the maker is evident.

5. Develop empathy and understanding which leads to knowledgable appreciation of the work of contemporary master craftsmen.

6. Develop sensitivity to details and good craftsmanship.

7. Achieve satisfying, aesthetic results in crafts which depend upon tactile and visual qualities.

8. Realize that age-old processes can be adopted to contemporary forms and arrangements.

9. Identify and use with skill special tools necessary for designing art crafts.

10. Develop an in-depth study of a craft process of own choosing.

11. Integrate traditional skills, processes, and techniques with experimentation to produce a personal statement.

12. Categorize qualities of materials and recognize their potential.

13. As specific tools of the craft are used, apply proper name to tool and parts of it; demonstrate correct use, proper cleaning and storage; and know the monetary value and sources of tool supply.

14. Find an area which has potential for enabling student to use leisure time purposefully.

15. Develop pride in vocabulary growth necessary to each specific craft, in prescribed proficiency skills and in degree of craftsmanship necessary to produce a final product.

16. Develop an understanding of the timelessness of crafts which will lead to an interest in the crafts of other cultures and other ages.

17. See the human needs satisfied by craft production in our technological society.

18. Extend knowledge of good craftsmanship to judgmental consumer skills.

19. Develop interest to increase further knowledge by reading publications on craft subjects which are both historical and technical.

20. See possibilities in the crafts for creating both aesthetic and practical objects for use in daily living.

High School Art Objectives

Students will become proficient in the technical aspects of using lettering, making layouts, designing posters and magazine covers, composing fashion design, and other projects related to commercial illustration. Various commercial techniques such as three-tone illustration, silk screen, photography, photo silk-screen, air brush ink, illustrative watercolor and wash techniques will be explored. Students should have related vocational interests in the graphic arts.

The student will be able to:

1. Demonstrate safe work habits when using reproductive commercial art processes and tools.

2. Select appropriate lettering to be used in layout work and develop a personal style of lettering.

3. Prepare layouts appropriate for newspapers, magazines, and advertising leaflets on a deadline basis.

4. Show a basic proficiency in the following commercial art processes: color coding and separation, air brush work, silk screen, spot illustrations, layout work.

5. See and apply appropriate skills acquired in other art experiences to commercial art encounters.

6. Use drawing instruments which make production of drawings and layouts simpler and faster.

7. Apply basic drawing and design principles to commercial art problems and production.

8. Be familiar with the development of technological media in advertising and commercial design and the effects it had on society.

9. Identify career opportunities in commercial art and know the educational requirements for success.

High School Art Objectives

This course is structured to give students a complete understanding of the technical aspects of the camera and the basic fundamentals of photography. The multisensory concepts, time, light, motion and space, will be used to choose appropriate subject matter content.

Photography is designed to introduce the student to the functions of various types of cameras and films, and the development of printing of negatives. Designing with light, special effects and darkroom innovations is employed to give a creative means of self-expression.

The student will be able to:

1. Identify types of cameras, films and photo-sensitive papers.
2. Make photograms by using a concept and appropriate materials to achieve a design having aesthetic characteristics in light, variety, contrast, overlap and repetition.
3. Build a pinhole camera, take and develop pictures.
4. Use a name brand camera and all its parts as an effective tool for self-expression. Use it properly in relation to light and ASA ratings.
5. Take accurate light readings and set stops accordingly.
6. Know how to use a flash attachment.
7. Find subject matter which fits a personal and disciplined approach to photography.
8. Be able to achieve depth of field.
9. Load a developing tank, mix chemicals, maintain proper temperature, develop film and store developing supplies.
10. Expose, develop and print film with consistently good results.
11. Recognize problem areas and be able to correct and capitalize on these problems.
12. Understand the unlimited possibilities of manipulating and using light.
13. Study many contrasts in dark and light as found in nature. Pick out areas which will give good photographic results as related to high and low contrast.
14. Experiment with the changing of forms by using panning and spotting.

15. Experiment with dodging, solarization, flashing, toning, vignetting, chemical reduction, multiple printing, retouching, ferratyping, mounting and displaying.

16. Be able to produce prints which are appropriate when used for reproduction purposes or as a single fine arts form.

High School Art Objectives

Major considerations in the course are thinking through concepts and expressing them with media in three-dimensional forms. Non-objective or abstract symbolism and realism are expressed in bas relief and three-dimensional sculptural form. Subtractive methods in wood, stone and clay will be used. Additive methods in casting wax, clay and plaster, welded metal sculpture, and ceramic hand-built sculpture will also be included. Free standing sculpture will be done in cardboard, plywood and cement. Small brass sculpture will be cast with or without a centrifugal casting machine.

The student will be able to:

1. See that sculpture displaces space, is to be enjoyed from all angles, and is interesting from all sides.

2. Learn to see that light modifications are capable of imposing and creating new shapes.

3. Distinguish between free-standing sculpture, bas relief, stabile and mobile sculpture.

4. Relate natural and man-made environments with open and closed spaces to sculptural forms.

5. Use both large and small spatial areas and planes to convey a feeling about time, space, motion and light.

6. Experiment with the modular concept for three-dimensional effect.

7. Combine and repeat simple geometric forms to create surface textures.

8. Acquire technical skills necessary for making wood, metal, plaster, cement and stone sculpture.

9. Attain good skills and craftsmanship by working honestly with materials.

10. Transform used or found objects into a composition so that they will assume new meanings and worth.

11. Interpret space relationships emotionally by distorting realistic proportions.

12. Compare the related concepts of sculpture to architecture as used by Fuller, Wright and other renowned architects.

13. Understand safety measures, and make proper use of tools and equipment.

14. Formulate respect for other sculptors' work.

Senior Art 11-12 (9195)
Section B
September 3, 1974

High School Art Objectives

The content of this course is basically the same as that for Art I. Concepts, content and projects are adapted to the advanced intellectual maturity of the group and to the individual dexterity of each individual.

The student will be able to:

1. Explore space, light, time, motion and the sensorial concepts as they relate to drawing, painting, graphics, sculpture, ceramics, art crafts.

2. Experiment with a variety of media in the areas of drawing, painting, graphics, sculpture, ceramics and art crafts as they are best suited to interpreting concepts.

3. Set own goals as soon as basic principles are grasped.

4. Increase skill and control in use of basic drawing media techniques through exercises in contour, gesture, controlled line, point of entry, space division.

5. Experiment and gain proficiency with a variety of painting media and tools.

6. Become proficient in the use of three mediums which are appropriate for transferring drawings to etchings and other prints.

7. See that sculpture displaces space, is to be enjoyed from all angles, and is interesting from all sides.

8. Use clay and art craft materials to produce products which show high quality craftsmanship and are personally staisfying to the student.

9. Interpret by using abstraction and exaggeration in real or imagined space.

10. Demonstrate the use of color as it divides and unifies space, reflects light and motion, and creates moods in various two-dimensional and three-dimensional art areas.

11. Verbalize understanding and feelings in relation to his/her drawings, paintings, prints, sculptures, ceramics and crafts.

12. Channel thoughts and energies so that achievements in each area are possible.

13. Develop a broad knowledge of art history. Understand that art reflects the time in which the artist lived.

00056